DOCUMENT RESUME

ED 386 652 CG 026 474

AUTHOR Pettit, Nancy
TITLE Improving Behavior of Middle School Students through a Conflict Resolution Program for Sixth-Grade.
PUB DATE 95
NOTE 113p.; Ed.D. Practicum paper, Nova Southeastern University.
PUB TYPE Dissertations/Theses - Practicum Papers (043) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Conflict Resolution; Grade 6; Intermediate Grades; Middle Schools; Peer Counseling; Small Towns; *Student Behavior; *Teacher Role; Violence
IDENTIFIERS *Middle School Students

ABSTRACT

The purpose of this practicum was to resolve conflict in a peaceful and constructive manner in the sixth-grade. Students participated in a conflict resolution and peer mediation program designed to enable friendships to grow and to reduce the number of violent acts within the school setting. Thirty students initially began in the program. During the mediation training period, four students withdrew from school, and after peer mediation graduation, one student was admitted to the program. At the end of the eight month implementation period 10 out of 15 mediation cases were resolved peacefully. All students participating in the program enjoyed being peer mediators, and many expresses a desire to be peer mediators the following year. Participants' parents or guardians and their teachers evaluated the program after 8 months. The majority expressed positive comments on the survey. Appendices provide mediator forms, parent and teacher surveys, parent participation guides, and various supplemental materials. Three tables provide the results of the parent and teacher surveys. (Author/SR)

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ED 386 652

Improving Behavior of Middle School Students Through a Conflict Resolution Program for Sixth-Grade

by

Nancy Pettit

Cluster 58

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A Practicum II Report Presented to the Ed. D. Program in Child and Youth Studies in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

NOVA SOUTHEASTERN UNIVERSITY

1995

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PRACTICUM APPROVAL SHEET

This practicum took place as described.

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This practicum report was submitted by Nancy J. Pettit under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Child and Youth Studies and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova Southeastern University.

Approved:

8-16-95
Date of Final Approval of Report

Georgianna Lowen
Georgianna Lowen, Ed.D. Adviser

ACKNOWLEDGMENTS

I gratefully acknowledge the guidance and support of Georgianna Lowen, Ed.D., my adviser.

A special thank-you to my husband, Randy Pettit, and my son, John Cross, for your love, encouragement, and help so that I could continue my study.

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Abstract

One role of the sixth-grade teacher in improving the behavior of middle school students. A conflict resolution and peer mediation program. Pettit, Nancy J. 1995: Practicum Report, Nova Southeastern University, Ed.D. in Child and Youth Studies. Adolescent Behavior/Middle School Behavior/ Conflict Resolution/Peer Mediation

The purpose of this practicum was to resolve conflict in a peaceful and constructive manner in the sixth-grade. Students participated in a conflict resolution and peer mediation program designed to enable friendships to grow and to reduce the number of violent acts within the school setting.

The writer incorporated into the program activities to improve communication and problem solving skills with a wide variety of learning strategies. A peer mediation program trained students to assist peers experiencing conflict to work out their differences and agree on a win/win solution. Parents or guardians of these students participated by sharing activities with their children at home.

Thirty students initially began in the program. During the mediation training period, four students withdrew from school, and after peer mediation graduation, one student was admitted to the program. At the end of the eight month implementation period 10 out of 15 mediation cases were resolved peacefully. All students participating in the program enjoyed being peer mediators, and many expressed a desire to be peer mediators next year. Their parents or guardian and their teachers evaluated the program after eight months. The majority expressed positive comments on the survey.

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CHAPTER I

INTRODUCTION

Description of Community

This practicum took place in a public middle school in a rural community. Five elementary schools, two middle schools, and one high school administer educational services to a population of approximately 27,000. In the last decade, the migration population has increased by 70%. More than 11% of the population are below the poverty level, and more than 20% of the households receive less than $10,000 annual income. The county has a 7.9% unemployment rate, and at least 10% of the population are divorced. More than half the sixth-grade students live in single parent homes or with a stepfather or stepmother.

The textile industry is the major source of employment in the county. Along the western boundary of the county lies the largest textile producing county in the world. Over 100 carpet manufacturing plants are located in the surrounding counties, and over 30 lie within the county alone. Other textile and yarn manufacturers are also in the area. The population seems to be growing much faster than schools are being built. The county has added "mobile classrooms" to

several of the elementary schools during the last few years. With the slow economy in other parts of the country, many people are moving into this area in order to secure employment. This migration poses many problems for the school systems around the textile industry.

Even though many families are moving to the area, the minority groups remain low with only a few Blacks, Hispanics, and Orientals. Therefore, poor racial relations that might exist between students, families, and faculty are few or non-existent.

Writer's Work Setting and Role

This practicum has taken place in a middle school with more than 800 students enrolled. Less than 40 faculty members, a media specialist, and one full-time counselor serve in the school. At each of the three grade levels there are two teams of four teachers each. Each educator on the team teaches four classes of either science, social studies, math, or language arts and one enrichment class. All the enrichment classes are heterogeneously grouped, and the educator may structure the objectives toward any educational need for that group.

This team approach to teaching offers many advantages for both teachers and students. Teachers acquire power through teaming by increased decision making, scheduling,

and mutual support in dealing with students and parents. Other benefits include reduced paperwork and increased communication and feedback. Team teaching offers teachers an opportunity to share the practical knowledge of teaching which reinforces a sense of status that comes with expertise in any profession.

The middle school offers a variety of electives from which students can choose. These classes include art, home economics, Latin, computer science, music, band, and technology. Students participate in one elective and one physical education class per six week period. Interdisciplinary units are correlated throughout the school environment.

The administrative team consists of one principal and one assistant principal. They handle all the problems that arise with the massive enrollment. The administrative group is supportive of all the faculty, staff, and students. Serious disciplinary problems involving students are handled by the assistant principal, but the principal intervenes when parents become involved.

Faculty turnover is increasing every year, but morale is still fairly good. Most veteran educators work well together and have established themselves as mentors to the novice educators that enter each year. Hiring more teachers to handle the student overload will help school morale remain high by keeping the student teacher ratio down. The Board

of Education for the county is working toward hiring more teachers to accommodate the overload.

The writer of this practicum is a sixth-grade science and enrichment teacher whose primary duty is to provide appropriate learning experiences and educational opportunities for each child. These experiences are to be based on each child's previous knowledge, and the educator plans for the child's maximum development. Another major responsibility is assisting students in dealing with academic, personal, social, and vocational problems. This entails working closely with the guidance counselor and the families to solve specific problems of individual students.

Proper discipline is maintained by the classroom teacher until serious disciplinary problems occur. The assistant principal is then brought in to resolve these problems. In some cases, student misbehavior is both frequent and counterproductive for learning. Many times the teacher will then be asked to administer standardized tests to these children for diagnostic purposes. If the results of the test indicate the child is exhibiting these behaviors for reasons beyond his/her immediate ability to control, the child may then be scheduled for counseling or into a special education class designed to aid in behavior management.

The writer has an associate degree in computer science, a baccalaureate degree in business management, a master's

degree in middle grade education, and an educational specialist degree in elementary and middle grade education. The writer continuously studies new ideas in the middle school curriculum and keeps abreast of the trends in the general field of education. The writer has been employed in the same county for seven years, and six of these have been in sixth-grade science. During the prior years, the writer worked in public relations communicating information for various organizations.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

Conflict between students and their peers and between students and home situations often arose. Students did not possess specific skills to help resolve conflict before emotions got out of hand. Administrators, teachers, and parents or guardians were not educated on ways to implement conflict resolution programs; therefore, students were unaware of alternative strategies to verbal and physical fighting. In addition, these conflicts had to be resolved, and when teachers became preoccupied with handling conflict, they were forced to sacrifice quality instruction time to these matters.

The students in the middle school had not been taught the specific skills needed to help them resolve conflict in a constructive manner. They neither had the skills in problem solving and decision making nor social interaction skills which were needed to develop good self-esteem. They had not been exposed to a program to help them have a better understanding and respect for the needs of others. Parents or guardians of the students were busy working and supporting

their children and were not involved with the school in assisting their children in resolving conflict and building self-esteem.

Most teachers were responsible for overcrowded classes, some containing as many as 39 students. With the large amount of students for which teachers were responsible, they could not maintain successful instruction for the entire class while continuously handling conflict in the classroom.

In conclusion, students did not possess the necessary skills to prevent or resolve conflict in a peaceful manner. Their parents or guardians were not involved in practicing conflict resolution skills, and educators were not being trained in ways to prevent and resolve conflict.

Problem Documentation

A disciplinary report filed by the in school suspension (ISS) instructor for the 1993-94 school year recorded evidence that supported the many conflicts encountered between students and students or students and teachers. According to the disciplinary report, there were 702 students assigned to the ISS program during the 1993-94 school year.

From those 702 students, 181 were from the eighth-grade, 146 from the seventh-grade, and 344 from the sixth-grade. The other 31 were from feeder elementary schools. Three hundred forty-nine students served more than one ISS

assignment during the 1993-94 school year.

The disciplinary report separated offenses into groups which included 145 disruptive behavior, 199 aggressive behavior, 334 rebellious behavior, and 24 criminal behavior. Disruptive behavior was behavior other than physical aggression that disrupts the learning of other students or of the student himself/herself, such as verbal aggression, arriving late to class, or behavior that distracts the attention of the teacher or other students. Rebellious behavior was behavior which rebels against school rules, such as refusing to do assigned work, skipping school, smoking, leaving campus without permission, coming to school under the influence of drugs or alcohol, or not following rules regarding private cars. Aggressive behavior was behavior that demonstrated physical aggression such as fighting, striking, or pushing a student or teacher. Finally, criminal behavior was illegal behavior, such as carrying a weapon to school, possessing, selling or using drugs or alcohol at school, or theft.

The disciplinary report also divided male and female offenders by grade level. The eighth-grade had 145 male offenders and 36 female offenders; the seventh-grade had 102 male offenders and 44 female offenders, and the sixth-grade had 260 male offenders and 84 female offenders.

The entire disciplinary report indicated sixth-grade students experienced more conflict than any other grade in

the middle school.

Causative Analysis

The problems of meeting the needs of these students experiencing conflict and behaving inappropriately when dealing with conflict may have resulted from several causes. The middle school is located in a poor socioeconomic area where many parents or guardians work for minimum wage in the textile industry. According to a Vital Statistic Report in 1992, the county had a 10% divorce rate with 891 single female parent households. This was higher than the state divorce rate at 5%. This evidence showed many of the students come from an unstable home.

Research shows 45% of all children born in any given year will live with only one parent before their 18th birthday (Coffman, 1988). According to Evans and Neel (1980), children from one-parent families are more often involved in conflict in their schools than children from two-parent families. Many parents or guardians were not supplying their children with the basic morals that were once a major part of family life, and society expects teachers and schools to handle these problems that stem from unstable homes.

Students did not possess the skills necessary for handling conflict in a positive manner. Many of them did

not exhibit social skills for getting along with their peers, and, therefore, had low self-esteem as a result.

Relationship of the Problem to the Literature

A Senate Judiciary Committee reported that the United States is the most violent and self-destructive nation in the industrialized world (Steinberg, 1991). This violence has not remained outside the doors of our schools. Schroeder (1993) found that a wide variety of research indicates school violence and conflict are worse today than they were five years ago. Reasons for these conflicts vary from one group to another, and even though these conflicts are natural human events, they still present a challenge to the safe and orderly environment that must exist in a school (Miller, R. W., 1993).

The assessment of the reasons for conflict reveals that many factors contribute to the rise of conflict and violence. For fourth-, fifth-, and sixth-graders, most conflict comes from their differences. According to Dysinger (1993), these students do not need the same things, want the same things, have the same opinions, or have the same personalities. Yet, their social and emotional well being revolve around a sense of identity, or belonging, and of peer closeness. According to Lyon (1991), the most important matter to young people between the ages of 11 to 15 years is what their peers think

of them, and Steinberg (1991) reports that violence often erupts in the context of these peer relationships. Furthermore, the junior high years present the greatest risks of violent acts. At age 13, these students move from the protective elementary environment into the less self-contained structure of the junior high (Ianni & Reuss-Ianni, 1980). This causes the students to feel unsure of themselves and often alienated. This is contrary to the needs of this age learner, and consequently, academic performance is adversely impacted. Many conflicts are initiated from this lack of self-esteem and from the feeling of not being part of the school (Hale, 1993).

Low self-esteem, asocial behavior, documented abuse in the family, resistance to counseling, lack of commitment, and depression and suicide attempts are regarded as predictors of violence and conflict initiation (Kressly, 1994). In addition, prejudice and discrimination can become the root of major conflict. This can lead to non-negotiable values and beliefs, an orientation towards past hurts, and an emotional and unbalanced power issue (Cohen, 1994). Children who are not emotionally stable are also at a higher risk for conflict (Costell, Phelps, & Wilczenski, 1994). According to Lyon (1991), teen-age pregnancy rates, child abuse, and neglect are on the rise and contribute in major conflict. More than 50% of students in inner-city schools come from single-parent families, and many of the

previously-mentioned factors seem to be greater because of these circumstances. The stabilizing forces of the church and the middle class have declined, and as a result, students do not have the supportive role models for dealing with conflict causing issues (Lyon, 1991).

Another major cause of conflict in middle and early high school years according to Lyon (1991) is the cultural gap between the teaching staff and the students. Many times teachers are unable to adapt their teaching styles to the learning styles of the students and are unable to tolerate the students' behavior (Hochman & Horner, 1988). According to Sparks and Rye (1990), student's self-esteem is related to teacher self-esteem, and the teacher's personality factors are connected to the student satisfaction with teachers and education. Coffman (1988) infers students often have conflicts that affect themselves and the school staff both psychologically and physically.

Most school personnel are not taught practical trouble-handling techniques which reduce the likelihood that they can resolve everyday conflicts competently (Commanday, 1993). A major problem with conflict is the time and energy required from school personnel to prevent or resolve conflicts (Lane & McWhirter, 1992). Also, according to Power and Bartholomew (1985), the relationship between home and school is competitive and often discourages cooperation between parents and teachers.

Conflict prevention and resolution should be practiced at an early age in all children's lives. School life and family life need to support each other from pre-kindergarten to high school, and many communities have failed to maintain this support (Montgomery, 1992). Youth violence is increasing because "most were never taught the skills for solving problems constructively", says Annette Townley, executive director of the National Association for Mediation in Education (NAME) (O'Neil, 1993, p. 1). Many children have underdeveloped reasoning skills and little talent for responding to group demands or actions; therefore, children initiate negative chain reactions when losing a peer battle (P. Miller, 1986). Students are handling their problems with fighting instead of calmly coping with teasing, name calling, and bullying (Gordon, 1990). Other times children fight when they are frustrated since they are unable to verbalize their feelings (McClure, Miller, & Russo, 1992). These problems must be seen and shared by the students before working on a positive solution (Carlsson-Paige & Levin, 1993).

There are many types of conflict and many ways of reacting to them in the world today. Depending on their social, developmental, interpersonal, and environmental factors, children may even have conflict resulting from the effects of war (Garbarino, Krostelny, & Dubrow, 1991). Conflict is obviously a major problem, and children's lives should be taken into consideration when dealing with conflict.

Yet, deal with it we must for resolving conflicts is positive. It settles disputes in a constructive manner and opens lines of communication in children's lives.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENT

Goals and Expectations

The following goal is projected for this practicum. Students, parents or guardians, and teachers who participate in the program will develop a better understanding of how to use conflict resolution strategies at school and at home. The practicum involves many people; however, the main goal is to help students acquire more understanding and respect for the needs of their peers. The practicum will help teachers have more time to actually teach and meet the educational needs of all their students.

The students who participate in the practicum will be contained in an enrichment class taught by the writer. The enrichment class will be a 55 minute period which will consist of any objective for which the writer feels there will be a need. It will be heterogeneously grouped and will not be deemed for the gifted or remedial group. Thirty students will be randomly selected for the enrichment class and will participate in the conflict resolution program. However; they will practice their mediation skills and training throughout the entire school.

Expected Outcomes

The following outcomes are projected for this practicum:

1. The students who participate in the practicum will exhibit behavior which will help them be better prepared to resolve conflict in a constructive manner. Friendships will grow, and fewer violent acts will take place within the school setting. Students will acquire a better understanding and respect for the needs of others. They will have better control over their own lives.

2. The teachers of the students who participate in the practicum will indicate an understanding for the need of a conflict resolution program to be implemented in the middle school. The teachers will devote more time to actually teaching their classes. They will maintain a teaching environment that is more conducive to learning and to generating a positive atmosphere in the classroom.

3. The parents or guardians of the students who participate in the practicum will indicate an understanding of how to help their children prevent and resolve conflict both at home and at school. This practicum is for the writer's sixth-grade enrichment students, their parents or guardians, and the teachers the students have for their classes. If the program proves successful, the writer's hope is to implement it for the entire school.

Measurement of Outcomes

The three outcomes listed above will be measured in the following manner:

Outcome One: - The outcome will be assessed by using a Mediator Report Form (see Appendix A) as the mediation process takes place. The mediators and disputants will work together to find win/win solutions to the conflict. The Mediator Report Form will discuss the students, the conflict, and the results of the conflict. After each case, each group will answer the survey questions Getting to Win/Win (see Appendix B). The Getting to Win/Win form will record each student's feelings about the problem and the solution. At the end of the eight month implementation period, the information will be taken from the Mediator Report Form and totaled for the Mediation Tally Form (see Appendix C). The Mediation Tally Form will summarize the mediation cases handled by student mediators during the eight month implementation period. A successful program will show 10 out of every 20 conflicts will be resolved.

Outcome Two: - The outcome will be assessed by surveying (see Appendix E) all the teachers of the students who participated in the practicum at the end of an eight month implementation period. A survey will record

each teacher's thoughts about the conflict resolution program. The survey will also be used to document the number of students who participated in the program who were behavior problems as well as the repeat offenders in each teacher's classroom. A successful survey will show that four out of seven teachers will indicate positive results and comments.

Outcome Three: - The outcome will be assessed by surveying (see Appendix D) all the parents or guardians of the students who participated in the practicum at the end of an eight month implementation period. A survey will record information reflecting the parents or guardians' opinions of the conflict resolution program implemented by the writer. A successful survey will show 15 out of 30 parents or guardians will indicate positive results and comments.

The two surveys were selected and developed as a form of partial evaluation for this practicum. This form of evaluation is used extensively in education since a wide range of educational problems can be addressed (Borg & Gall, 1989). Because many opinions emerge during the gathering of research, these two surveys permit the writer to gather opinions from the parents or guardians and teachers of the students who participated in this practicum, and therefore, measure the positive and negative attributes involved.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Possible Solutions

Conflicts between students and their peers and students and home situations often arise. Students do not possess specific skills to help resolve conflict before emotions got out of hand. Much of the teacher's time is spent handling conflict in the classroom instead of giving her/his full attention to quality instruction. Many administrators, teachers, and parents or guardians are not educated on ways to implement conflict resolution programs; however, great quantities of literature written about conflict resolution and programs that help train educators to resolve conflict exist.

Many conflict solutions and strategies have been implemented with successful results. Research has proven there were positive results in using conflict resolution strategies in the everyday lives of people. Conflict is a part of life, and conflict resolution skills can be taught and practiced at home, work, and school. Conflict affects all ages, but conflict resolution skills can become a positive part of a child's life by helping him/her to reduce

problems and negative consequences of the solution while developing positive solution consequences. Trust can be built through many communication strategies and cooperative learning strategies (McClure, Miller, & Russo, 1992). According to Steinberg (1991), students can solve problems together by using cooperative learning groups. A variety of activities and clubs can be initiated in a school to help students have a feeling of belonging and building of self-esteem (Hale, 1993). The buddy program which pairs older and younger children together will help each child academically, emotionally, and socially (Steinberg).

Students in trouble often do not have a clear mind; their emotions can cause them to use poor judgment, and therefore, they do not communicate well. Instead of lashing out at students in anger, the teacher should be kind. A peacemaker uses a personal tone of voice, rather than a cold and angry manner (Commanday, 1993). Some of these students may appear to be in trouble because of military or war-related situations. These children should be handled delicately. They need brief and simple responses that relay objective, accurate, and specific answers to their war-related questions (Costello et al., 1994).

More than twenty years ago, Levine and Moses (1970) thought preventative measures related to conflict resolution were more preferable to reactive measures. Twenty-three years later, according to R. W. Miller (1993), "a peer

mediation program can teach students to choose cooperation rather than conflict and communication rather than combat" (p. 11).

Educators spend much time with students, and many students learn to respect certain teachers. With respect, many teachers can prevent problems before they occur. Teachers may include conflict resolution skills in the regular classes they teach. Good classroom management may help to create an environment in which students want to resolve things peacefully. Educators may serve as a model to reinforce parts of the problem-solving process and to help students learn to negotiate with one another (Steinberg, 1991). Modeling is one of the most effective ways students learn; therefore, educators who exhibit good self-esteem and express genuine warmth while communicating with students will influence their students in becoming fully-functioning in school (Sparks & Rye, 1990). Some teachers have become student advisers to get to know their students personally, to help provide support their students may not get at home, and to guide them through potential problems (Kressly, 1994). Another prevention strategy is for educators to adapt their teaching styles to the learning styles of their students and possibly prevent conflict by engaging students in a variety of learning activities (Slezak & Bils, 1988).

According to O'Neil (1993), the most successful school programs use both students and educators to implement

conflict resolution strategies. Some strategies include training students to become peer mediators and training educators to implement conflict resolution strategies in their classroom. Allowing the students to help decide the classroom organization and how to handle behavior problems reinforces values like caring and helping others (Steinberg, 1991). Peer mediation helps educators encourage win-win situations for conflict resolution (Lane & McWhirter, 1992). Also, children can take leadership roles such as peer mediators which help them to develop a stronger sense of self (McClure et al., 1992). Students should be allowed to contribute to many of the decisions that are made in groups. Participation and sharing are a big part of learning conflict resolution skills (Dysinger, 1993). Assigning bullies to be used as Conflict Busters will help students solve their own disputes by learning to listen to each other (Gordon, 1990).

Other conflict resolution training programs include communication skills that involve active listening, reflection of feeling, message clarification, body language, giving "I messages", brainstorming, types of questioning, and effective problem solving (Lane & McWhirter, 1992). According to McClure et al. (1992), educators can use creative drama, role-play, games or physical activities, such as dancing, to enable students to resolve conflicts. Carlsson-Paige and Levin (1993) use role-playing to allow

the students to share ideas and to practice conflict resolution strategies. Many educators use "problem puppets" to have disputes so the children can practice defining the problem, negotiating, finding win/win solutions, and acting out the problem and solution (Carlsson-Paige & Levin).

When implementing a conflict resolution program, the teacher may encourage students to write special "raps" about conflict as a way of learning and as a way to encourage other students to resolve conflicts peacefully (R. W. Miller, 1993). Students need to know they are not alone with the problems they face, therefore, books and stories on how others handle moral issues when peer pressure is involved may be shared in the classroom (Steinberg, 1991).

Coffman (1988) infers there are three methods by which interpersonal conflict is resolved: compromise, win or lose approaches, and problem solving. Fisher and Ury's (1981) technique of conflict resolution is to identify the problem first. Then separating the problem from the person so that negotiating conflict parties can focus on personal interest, individual wants, and human rights instead of personalities follows. Still, Lyon (1991) researched a successful conflict resolution program that could be accomplished by using the materials in a pamphlet titled "Creative Problem Solving for Kids" (Schmid & Friedman, 1987), with an informal group approach.

According to Power and Bartholomew (1985), it is

mandatory for parents and teachers to work cooperatively to prevent and resolve conflict for their student. Students are encouraged to share learning with their parents and to discuss their ideas on conflict resolution strategies (Steinberg 1991). Effective Parenting Information for Children (EPIC) is a program that was designed to help school life and family life support each other (Montgomery, 1992). Also, the school principal should exhibit strong leadership by becoming visible and available to students to reduce violence (Ianni & Reuss-Ianni, 1980). School-based decision making is a wonderful way for teachers, parents, and administrators to make decisions collectively and to use "win-win" negotiation (O'Neil, 1993).

An intensive student mediation program needs to have a major commitment to counseling as a strategy for maintenance on working out problems for the student who wishes to talk privately (Lyon, 1991). The counselor plays an important role in the middle school and is available to help students on an individual basis. The counselor-student relationship should be emphasized as a helping role where students can address and resolve problem issues (McFarland & Culp, 1992). Not only does the school counselor see individual students, but also he/she can reach larger groups by using developmental education through the classroom (Tennyson, Miller, Skovholt, & Williams, 1989).

Conflict resolution skills can be taught in many

different ways depending on the students' individual needs. According to McFarland and Culp (1992), an effective conflict resolution program designed for high school students includes a labor studies course, a unit on effectively relating to others, and a course on interpersonal skills and conflict resolution.

A constructivist approach to conflict resolution can be used in adults as well as small children. This method teaches how to define the problem, to brainstorm solutions, to use negotiation skills, and to choose solutions that satisfy both sides (Carlsson-Paige & Levin, 1993).

Educators need to nurture the skills for conflict resolution in a developmentally appropriate way. One method is to redefine the situation as a shared problem which allows children to work toward a positive solution. Prevention of conflict is an effort that should begin early. Interpersonal relationships that occur in school are indicators of present and future personal adjustment (Steinberg, 1991).

Description of Selected Solution

The writer felt a need to incorporate several strategies to prevent and resolve conflict because no two students had the exact set of problems. These strategies were used to benefit educators, students, and their parents

or guardians. The writer included several personal ideas together with six or seven different previously mentioned strategies used in other programs that the writer felt necessary for the making of a successful conflict resolution program. However, there were many other possible solutions that could have been helpful in some cases. These strategies were used to help the middle school students and their parents or guardians and their teachers to prevent or resolve conflict before it turned into a major problem.

The middle school library contains over 1,000 books, and among them are many books dealing with stressful situations for students. The librarian suggested books on situations involving conflict resolution strategies. The writer shared and discussed these with the class because students participating in the practicum needed to understand that they were not alone and that many other students have to deal with conflict in their lives too. They also needed to recognize ways to prevent and resolve conflict in a positive manner.

The educator communicated with the parents or guardians both orally and in written form. Because it was important to understand the background and circumstances that generated conflict, meeting and discussing the student with the parent was important. A letter sent home with each student in the writer's enrichment class introduced the conflict resolution program and allowed parents or guardians the opportunity to

make comments and discuss their concerns with the writer. Follow-up letters, phone calls, or meetings were permitted to encourage the parent or guardian to participate in the conflict resolution program with their child.

Many times it was hard to know and understand another person's feelings. Students kept a journal or diary to disclose feelings concerning the conflict resolution program and problems or concerns they were experiencing. The writer became aware of more serious problems the student was experiencing and was able to help resolve the problem before it turned into a major conflict. Once a week during the last few minutes of the class period, students wrote in their journals. Also, if anyone was experiencing a problem that he/she did not want to discuss publicly, the writer was always available to privately counsel the student. If the problem was major, then a school counselor or the child's parent or guardian might have become involved.

Several different ways were used to teach conflict resolution skills because students have different learning styles. Conflict resolution strategies included many physical activities as role-play, games, and dancing. Puppets helped students participate and learn from others. The educator used a video camera to tape students as they were engaged in various activities that promoted problem solving skills. Also, cooperative learning groups promoted positive academic and social outcomes for each student thus

lessening the behavior problems by encouraging them to solve problems together.

Conflict was introduced as a positive part of students' daily lives which would allow them to learn to develop positive solution consequences. The conflict resolution training program included communication skills, reflection of other people's feelings, brainstorming, and effective problem solving. Students who participated in the conflict resolution program began a club to give themselves a sense of belonging and to improve their self-esteem thus eliminating possible conflicts.

After the conflict resolution program had gotten underway and the students began to feel comfortable in the classroom, the peer mediation training program began. School peer mediation served as a way of student conflict management. All students in the writer's enrichment class trained as peer mediators to provide a structured forum for resolving disputes at school. The teacher introduced the school mediation program to the entire sixth-grade allowing the trained mediators a chance to help all sixth-grade students resolve their conflicts. In this way, other sixth-grade students gained a better understanding of the peer mediation program goals.

Students shared activities involving conflict resolution strategies with their parents or guardians. This allowed the parents or guardians the opportunity to participate in the

program with their child and to provide feedback. The writer was given written permission from Dr. Dale Hudson to use and copy several parent participation activities which were incorporated into the program (see Appendix N).

The writer scheduled two days each week for the enrichment class to meet, practice, and share conflict resolution strategies. When the activities that were planned exceeded the two day time, the teacher allotted more days during the week. The enrichment class was composed of 30 students who were randomly selected and heterogeneously grouped. The class was neither for the gifted nor the remedial student. The class was only to enrich a heterogeneous group in conflict resolution skills and any other objective in which the writer felt they were deficient.

Report of Action Taken

The writer implemented several strategies to resolve conflict in the middle school. She wished to implement strategies which were designed to prepare the students, their parents or guardians, and their teachers to successfully handle disputes in a constructive manner. Therefore, teachers spent more time teaching; students had a better learning environment, and parents or guardians participated in their child's education.

The teacher implemented a conflict resolution program

which included strategies from several resources that have written effective programs. The program included communication and problem solving skills with a wide variety of learning strategies.

The teacher encouraged the parents or guardians of the students to participate in the program. An introduction letter relayed information about the program, and several follow-up letters allowed the parents to participate with their child's learning and developing skills to resolve conflict in a constructive manner. Meetings with parents established a way to communicate feedback concerning the student and the program.

A peer mediation program trained students to become mediators. These students assisted peer students who experience conflict to work out their differences constructively and agree on a win/win solution. Mediation: Getting to WinWin! was used to supplement the conflict resolution class and train students to be peer mediators. The writer was given written permission from The Grace Contrino Abrams Peace Education Foundation to use and copy several materials which were incorporated into the program (see Appendix N). This supplement contained several activities and presented six detailed steps of the mediation process. In following these activities, students learned to understand conflict, to increase communication skills, and to take part in the entire mediation process (Schmidt & Friedman, 1994).

The teacher and students met two to five times each week for 55 minutes during the enrichment class to implement various activities to help prevent and resolve conflict. The teacher was free to use three additional days for activities that could not be completed in the two planned days. Students maintained a journal to express their reactions concerning the conflict resolution program and/or any problems they were having to deal with. The journal remained in the classroom at all times, and all materials, handouts, and parent participation activities and letters were part of the journal. Each week the teacher introduced new conflict resolution vocabulary and students defined the words in their journal. The vocabulary provided the students with the necessary background or previous knowledge to work with each objective.

The first week students received peace folders for journal use. They wrote their thoughts and comments about their lives and the conflict resolution program. They drew something relating to their personal interest or hobby on the front of the peace folder. Then students introduced themselves and gave a brief summary of their special interests and hobbies. The teacher discussed the conflict resolution program and encouraged students to participate. The teacher noted they were expected to listen to opinions and ideas of their peers. Negotiation in a group discussion established rules for the class, and the teacher posted these

rules in the classroom. The teacher instructed the students that the rules were to be followed. Most classes began with a review of these accepted rules.

The goal for the first part of the program was to involve making peace from the conflicts in their individual lives. The students began by brainstorming their experiences involving conflict. The teacher wrote a list of positive and negative words they used for their feelings on the board. This group sharing of ideas built trust as the students began to go through the program. Role-playing depicted some of the conflict situations they had described that ended with win/win solutions.

During the fourth week of the program students became reporters and learned how to conduct an interview. As reporters, they conducted interviews with their class mates who pretended to be celebrities. Then they were divided into five cooperative learning groups to make a family interview worksheet containing questions about conflict. The teacher's intent was to allow them to share the interview of an older family member's idea of what conflict is and how to handle it. Students learned how to interview one member of their family for a homework assignment and to report to their class mates. They found people handle conflict differently according to their age. Older people tended to talk problems out and to get the facts first as opposed to young people who tended to react physically without gathering the facts.

The next objective was to identify possible resolution styles in a conflict. The teacher used conflict pictures to initiate a discussion regarding how the person in the picture was feeling and to elicit some way this conflict could be solved. The pictures involved bullying, not sharing, gossiping, pushing, and namecalling. Students role-played some of the conflicts to generate ideas for constructive solutions.

Mediation Getting to Win-Win! written by Fran Schmidt and Alice Friedman, (1994) was part of the peer mediation training program adopted for the sixth-graders. The teacher chose to use many of the eighteen activities developed by Schmidt and Friedman. The peer mediation training started on the sixth week and took eight weeks using four to five days of class time each week to complete. This implementation began earlier than the proposal indicated since time for training became a factor.

As an introduction to the peer mediation training program, the teacher stressed the need for student mediators. The entire class gained mediator training. Mediators worked when two or more students could not solve a conflict on their own. These trained students conducted the mediation. The teacher placed emphasis on the importance of working together and the seriousness of this mediator training program. The class discussed briefly the mediation vocabulary and the need to understand the meaning of the words. Students needed to

realize that mediation was not a trial and that mediators were neither judges nor lawyers. Using the marker board, the writer lead a discussion and listed the difference between courts/adjudication and mediation (Schmidt & Friedman, 1994).

The teacher lead students to brainstorm reasons people have conflict and the common methods they may use to handle it. Students began keeping records of conflicts they observed for discussion at the beginning of each training class (Schmidt & Friedman, 1994).

The students viewed the entire mediation process during the beginning of the training (Schmidt & Friedman, 1994). Class members discussed the importance of listening, getting the facts, and talking over problems. Afterwards students brainstormed ideas for possible solutions to resolve the conflicts emphasized in the video. The video also provided mediation vocabulary reinforcement since the actors portrayed real life situations.

The "Rules For Fighting Fair" poster (see Appendix F) provided discussion material, and then the poster remained in the classroom. The poster displayed six rules and twelve "fouls". Class members discussed these thoroughly and gave a scenario for each. Students role-played to gain understanding the reason for having rules in the mediation process.

The students were enthusiastic toward the peer mediation

program, and they needed a way to distinguish trained peer mediator from other students. They named their group "Bagley Conflict Busters" and designed a white T-shirt trimmed in red with a ghost busters logo and a clinched fist on the front. Their class name was on the back. The entire class participated in a fund raiser to finance the T-shirts.

The focus for the next week was on body language. The teacher showed a short video of a conflict between two students. Class members listed items that might have triggered the conflict from body language clues. The students shared their ideas of how the rules for conflict resolution could have helped prevent the conflict from escalating. They used role-play to show some ways of handling the conflict on the video (Schmidt & Friedman, 1994). A review of "fouls" and "rules" initiated more role-playing activities to practice how to recognize them and how to mediate students who do not obey them consistently.

Students played a game called "The Hassle Line" to give the students to better understanding of both points of view of the people in conflict (Schmidt & Friedman, 1994). As they became "Givers" and "Getters" in the game, they analyzed nonverbal and verbal responses. The "Givers" were the students giving the negative attention to the "Getters" on the receiving side of the hassle line.

Three weeks after the student mediation training had begun, the assistant principal sent a message to the teacher.

The message announced the actual beginning of peer mediation because two students had requested mediation instead of going to In School Suspension. One of the students was a member of the training class and was aware that mediation was a form of resolving conflict peacefully. He had been in a fight with a student who was continuously in trouble fighting, disrupting, and bullying in many of his classes.

The students in training were not ready to mediate troubled students; however, mediation was their goal, so a condensed plan was generated from the Mediation: Getting to WinWin! workbook. The teacher summarized a list of mediation steps (see Appendix H) for the mediators to follow so the first mediation session could take place several weeks early. The teacher selected five mediators according to the best grades in the class. An assignment given to each mediator addressed his/her job description before mediation took place. The teacher chose five mediators for the first mediation session to ensure the completion of the mediation process to resolve the disputants' problem. (Ideally, one trained mediator for each disputant was to be the ultimate goal of the group.)

A few days before the first mediation experience took place, the teacher displayed the steps involved in the mediation process (see Appendix H) and discussed in detail. Students used role-playing to simulate mediators, and another group of students modeled disputants. These groups reversed

roles to experience feelings from both sides of the situation. Students demonstrated all they learned by role-playing the entire mediation process and arriving at win/win solutions. The teacher video taped them and replayed the recording to initiate a discussion of positive and negative points.

Finally, the five newly trained mediators eagerly began their first session. The teacher attended the session to handle any unexpected problems. The mediators went through each step, ensured the disputants their feelings were most important, and guided them to arrive at their own win-win solution to the problem. Overall, everything went well. They decided on a solution in which both disputants felt like winners, and the students walked away still friends.

The teacher announced the names of the students who were participating in the conflict resolution program to the entire sixth-grade. She explained conflict resolution and mediation and answered any questions they expressed about the program. Seventh- and eighth-graders were not involved as planned in the proposal because they are segregated from sixth-grade students during the school day. Also, the students made posters publicizing the student mediators and the conflict resolution program and distributed them throughout the school. Student mediators wore their T-shirts to identify themselves. The teacher and the mediation class encouraged all students to help resolve problems. A small room that adjoins the teacher's classroom served as a quiet

place for mediators and disputants to meet to resolve the conflict. Several other meeting rooms located down the hall from the classroom were available for mediation as the assistant principal, teachers, or students referred disputants. The Mediator Report Form (see Appendix A) reflected the details for each case.

The second case to resolve conflict was soon in coming. Another teacher made this mediation referral, and the disputants were unknown by the mediators. Even as the teacher continued implementation of the mediation program and reinforced lessons in the mediation process, students had to handle several mediation cases. This second case involved a boy and a girl who were not getting along with each other. The female simply did not want to be around the male, and the male seemed to be agreeable to most any solution. However, after two mediation sessions, the mediators found that the male would say or do anything to make them think he was really trying to be good to the female, and all along he was not sincere. To resolve the conflict peacefully, the teacher changed both class schedules so the students would not have to confront each other on a routine basis. Both disputants agreed to end naming calling and to the changed schedules. Several weeks later the male withdrew from the school, and the female was never referred to mediation again.

The next objective focused on effective listening skills.

The teacher emphasized the importance of good listening skills in preventing and resolving conflict. Two volunteers left the room. They were to prepare a short oral presentation on their favorite hobby. The teacher instructed the class to practice good listening skills with one speaker and poor listening skills with the other speaker. The class discussed both speakers' feelings and the different listening skills after the exercise (Schmidt & Friedman, 1994). In order to give mediators the practice they needed in effectively listening and paraphrasing, the teacher dedicated several class periods to developing these skills.

Meanwhile, the third conflict came from a teacher referral and involved fighting between two male students. The mediation team still consisted of five students who were in training. (Using five students enabled more mediators to experience the mediation process their first time with the help of their classmates.) The two disputants agreed to a win/win solution by apologizing and remaining friends. The students who were in mediation training eagerly approached the fourth and fifth mediations cases. The fourth case, a pushing fight in the hall, involved two disputants. Before they left their mediation session, both agreed the anger was gone and that they wanted to remain friends. The fifth case involved a student who had been in mediation previously. This student had a history of trouble with different teachers. The second disputant was quiet and easy

going. Their conflict triggered from teasing and name calling during lunch. Both disputants agreed to end name calling or teasing. Because they were interested in the training for mediators, the teacher suggested they work on their manners and their relationship for the next six weeks before even being considered as candidates for training. The teacher offered the students the opportunity to show they could become good models by demonstrating good behavior for a six week period before she would allow them to train with the enrichment class to become mediators.

Shortly after the mediation meeting was over, the disputant who had frequently been in trouble was acting up in the hallway as students changed classes. He had already been in ISS several times and did not appear to sincerely want to change. However, the other disputant in this conflict tried hard to stay out of trouble and even attended several classes with the mediators. He was so excited to help. He participated as the group reviewed the steps involved in mediation and some of the vocabulary. The teacher allowed him to practice mediation and to work as a mediator several days. However, one problem arose. His enrichment teacher was angry with him because he was more interested in mediation than keeping up with her class assignments. Therefore, she insisted he remain in her class rather than mediation class.

The mediators were extremely busy, and they really

needed more time for mediation. However, only one class period permitted practice, training, and mediation cases. Any other period conflicted with other teachers' class work.

Many times words can mean different things to different people, and during conflict disputants may not communicate clearly. Therefore, a mediator is trained to help disputants clarify and communicate their needs and feelings. The teacher directed an activity called "Do We Match?" to help mediators better understand the communication gap between people (Schmidt & Friedman, 1994). After coloring and cutting shapes from a handout called "Do We Match?" (see Appendix G), the students engaged in a game that enabled them to experience the difficulties of communicating clearly. The participants of the game were a talker and a listener. The objective of the game was for the talker to communicate to the listener so he/she could come up with the same puzzle pattern as the talker initially had. Most of the participants listened well and responded appropriately. Students clearly understood that people can say one thing and mean something else entirely.

To demonstrate that rumors get started when a story changes slightly as it is passed from one person to another, the teacher directed an activity. Two students left the room. The teacher read a short story to the class, and a volunteer repeated the story to one of the two persons who left the room. The second student returned to the room. The first

student then repeated the story from the volunteer to the second student. Finally, the second student repeated the story to the entire class. A discussion followed. Students noted how several details had changed while other were completely left out. This activity helped mediators train to enable disputants understand that they may have heard rumors and that listening to rumors is not a reliable way to obtain information (Schmidt & Friedman, 1994).

The assistant principal referred the next mediation case because the two disputants were members of the mediation class and they requested mediation rather than ISS. By this time everyone in the class had experience the mediation process, and it was time to allow the mediators to work in a one on one situation. The teacher had many volunteers but chose only two. The two female mediators were outgoing, mature, and exhibited superb knowledge of the mediation process. Mediation was a success. Both disputants walked away happy.

Several weeks into the training program four mediators withdrew from the school, and one mediator went to a new special education class. This student expressed an interest in remaining in the conflict resolution and peer mediation class. The special education teacher worked well with the teacher to allow the special education student to participant in mediation activities.

Serving as a mediator to someone in conflict is not an

easy task. Through the use of role-play techniques the students practiced being both mediators and disputants. After becoming the disputant, students gained a caring attitude and had a better understanding of conflict. Several different scenarios involving conflict gave students practice in dealing with their new roles as mediators or disputants. The roleplay activity also gave them experience in filling out the Mediation Report Form (see Appendix A) and Getting to Win/Win (see Appendix B) which served as documentation of each mediation case and recorded the results (Schmidt & Friedman, 1994).

After eight weeks of intense practice in the training program and after each student had experienced serving as a mediator for at least one case for students who were in conflict, the teacher sent a letter to the parents or guardians of the participants. The letter requested their presents at a graduation ceremony for the newly trained mediators. As this was the first class to train as peer mediators and to graduate in the county, many parents, educators, and other guests came to the graduation ceremony. Each student received his/her Certification of Completion (see Appendix J). They wore their conflict resolution and peer mediation T-shirts. The superintendent of the county, being impressed with the program, accepted the invitation to be the keynote speaker at the ceremony. He addressed the problem of conflict and the importance of resolving conflict

in a healthy and constructive manner.

The class elected a boys and girls' Senior Mediators to represent the group at the ceremony. Both Senior Mediators delivered a brief speech describing the program. They expressed a positive need for students to help resolve other student conflict. They noted that students often understand problems encountered by other students better than adults due to their peer status and ability to empathize.

At the end of the training period, all participants read and gained an understanding of the Mediator's Commitment (see Appendix I). Parent, teacher, and student signed the form stating they wanted to participant in a responsible manner. To mark this accomplishment the school photographer took pictures of the graduation ceremony and displayed them along with congratulations to the new mediators on a bulletin board.

Three different local papers published an article and photos of the gradation. The article expressed our concern regarding conflict and the need to implement preventive strategies throughout the school system. The photos highlighted the keynote speaker and Senior Boys and Girls Mediators, and the entire group.

The principal of the school was excited about the conflict resolution and peer mediation program in the sixth-grade. He sent an article to be published in a county wide newsletter for the entire system to be aware that the

writer's school was the first school in the county to implement a student mediation training program. Administrators and educators called and sent letters praising the efforts of the program and acknowledging its need.

A local newspaper reporter interviewed the teacher and took additional pictures of the class to publish in a paper in an adjoining county. As people began to hear about the program, positive comments both orally and in letters and cards came to the school. The Big Brother Big Sister organization showed a great interest in the program after reading the article. The coordinator of the organization called and requested information about the program. She expressed hope to incorporate conflict resolution strategies and mediation into their organization.

Several special education classes attended the graduation ceremony. The teachers of these students were interested since they must deal with major conflict on a daily basis. They requested the mediators talk to their students and try to motivate them to practice strategies that may reduce conflict. The mediators presented a special program designed for a special education (behavior disorder) group. They used role-play to inform them of how mediation actually works. The audience seemed to enjoy the presentation, and afterwards the group participated in a session of questions and answers. The writer invited some of the special education students to attend the enrichment

class and participate in some of the preventative conflict resolution activities. Several did attend the class and were well behaved. However, a conflict between class times for their classes and our lunch schedule made it difficult for them to participate.

The students had begun to independently pick up their role as mediators. Each student took turns participating in mediation cases throughout the remaining year. The teacher only gave them a list of disputants who were in need of guidance and told them which rooms were available for mediation. When the class did not have mediation cases to handle, conflict resolution and preventative strategies took pre-eminence during class meetings.

At this time a new female student was admitted to the class. She was given a medition workbook, a peace folder, and a detailed list of six steps to the mediation process. With the guidance of her teacher and classmates she participated in activities and learned the mediation process.

Sometimes a mediator faced conflict that appeared to be difficult to resolve. The writer introduced the term "caucusing" and gave several examples of when and how a mediator should resort to it. Caucusing is when the mediators must break up the group session and have a private session with one mediator and the disputant. In this activity the students were broken into groups of four. Each group wrote about a situation where mediators could use

caucusing. They practiced to help determine when caucusing was appropriate by role-playing their situation and discussing the possibilities (Schmidt & Friedman, 1994).

The next part of the program focused on students being different and the need to appreciate one another. Students needed to understand that people are individuals and with different wants in life, with different personal experiences, and with unique families and backgrounds. To emphasize the differences, we played a game called "Who Is It?" which involves special characteristics and qualities of other students. A student thought of someone in the class and said something positive about him/her while the class tried to guess the identity. The game helped students to realize they are all different and they are viewed differently by their peers. The class concluded with a discussion that summarized the results of the game.

One male had made a journal entry about the activity and appeared to be upset because he was described with a silly name by another boy. He thought the boy was putting him down, but the boy was only using a silly word because it made everybody laugh. Because the teacher knew that the boy was very sensitive and that his feelings were hurt, she contacted his mother. The mother was aware of the hurt and was concerned about her son's sensitivity. The parent requested the teacher talk to the students without acknowledging the fact that her son had been hurt.

The next class period addressed feelings and their importance and the significance of saying something nice and pleasant about a person. Students discussed the saying "sticks and stones may break my bones but words will never hurt me" and agreed that it simply is not true. A follow-up activity provided students the opportunity to draw a name of a fellow student from a bowl. The student then wrote a telegram or letter to the selected name expressing only good thoughts and feelings. They used only pleasant, positive remarks about their classmates. They incorporated some of their spelling words such as excellent, responsible, capable, and mature. They made journal entries of their feelings, personal experiences, and comments about the activity. After talking to the parent of the boy with hurt feelings, the teacher found that the activity was a success. The little boy was happy and content, and so was his mother.

The teacher introduced an activity for demonstrating the uniqueness of the individual. The students outlined their hands and used an ink pad to make their unique finger prints in the appropriate place. As they blotted each finger print on their outline of the hand, they noticed all finger prints were different. This initiated a discussion about their differences. Students wrote a paragraph about the things that make them unique. The teacher displayed the drawings on a bulletin board.

The teacher used an audition format to select three

students to appear on a local television talk show with her. The students selected possessed leadership skills, a good knowledge of mediation, and a command of word use. To prepare for the show, the teacher gave the three students, the Senior Boy's Mediator; the Senior Girl's Mediator, and a second female from the class, a list of who, what, when, where, and how questions about mediation. The children, already excited about being student mediators, were ecstatic about being on television. Parents immediately gave the children permission. During the show, the students demonstrated superb communication skills. Parents, teachers, and students made many positive comments about the mediation program.

The next part of the program focused on understanding one's own feelings and the feelings of others. The teacher displayed a list of words that express feelings, and students discussed their interpretation of each word. Students then received index cards with written descriptions of interpersonal situations that evoke feelings. Each student read his/her card aloud and filled in a blank space. The word that the child used described how he/she felt in the described situation. This activity initiated a group discussion on feelings since they are so important during mediation.

During the next class period students listened to a musical selection by Gewshwin called "Rhapsody in Blue" and

then drew symbols of the feelings inspired from the music. Several drew symbols about religion while others sketched animals, countries, sports, and unique symbols to express their feelings. Most were positive. Only four represented scary or violent symbols. A group discussion about their feelings from the music and how they relate to their drawing followed the activity.

The next class began with a review and a discussion of obedience. The teacher read a short story involving obedience and lead a discussion. Soft music played, and students closed their eyes and imagined "perfect peace". They then imagined a world without rules. Students broke into groups of five and created a drawing showing the world before and after there were no rules. Students displayed their work in the hallway for parents, teachers, and students to view. Parents received participation guide #1 (see Appendix K) to encourage their involvement. Most parents signed the guide sheets and returned them indicating their sharing their child's classwork.

Since sharing literature with students can create awareness toward other peoples feelings, the teacher read several short stories to the class during the school year. Many of the stories relayed special feelings of all ages. After reading Love You Forever the teacher shared the pictures contained in the book. These pictures initiated a discussion about the love between a mother and child.

Students agreed on the importance of saying nice things to other people. Then each student took a turn and said something nice about the person beside him/her. Parents received a participation guide #2 (see Appendix L) to encourage parent involvement. The teacher received most of the signed participation sheets that week.

The teacher initiated a discussion about the needs we all have and how we should help each other. Then the teacher read The Giving Tree to the entire class. The students saw illustrations and discussed them. The teacher selected this book because the tree in the story gave everything it had to make someone happy. The writer demonstrated by using a living plant and by discussing what the plant needs to grow and remain alive. Students brainstormed ways to help care for other people, and the teacher listed suggestions on the marker board. Then using crayons students drew a picture of being helpful to someone, and each one shared the drawing with the class. Again parents received participation guides #3 (see Appendix M) to encourage parent involvement for this activity. Most parent signed and returned them promptly.

Working as mediators students needed to practice understanding feelings people have without using words. In order to develop student awareness of body language cues and to understand what these cues expressed, the teacher used overhead transparencies showing different types of body language. A class discussion followed each picture.

Volunteers role-played other types of body language and facial expression that reveal similar feelings.

The next objective was to express wants and needs in an assertive, but nonthreatening manner using I-Messages and You-Messages. Two students wrote an I-Message Skit and a You-Message Skit. Then they acted them out. The teacher taped each skit for the class to view to acquire feedback for discussion. Afterwards, the class analyzed the way each skit handled the situation and decided which was kinder.

For reviewing the mediation process, the teacher employed many activities to make the class more exciting. Students divided into six cooperative learning groups and worked together to make a puppet to interview. Each student had a job and contributed in writing the interview questions for the puppet. Students used the puppet to role-play and answer the questions for their interview. A discussion helped to summarize the mediation process.

Peer mediators had to understand the importance of clear communication. The teacher selected two students from the class to participate in an activity to develop this skill. One was a robot and was blindfolded, and the other was the robot master and told his robot everything to do. Other students took the place of the robot and the robot master. Students engaged in discussion based on results from the activity. The students noted that without clear instructions it may be impossible to relay a message.

A video of a role-playing strategy demonstrating the various conflict resolutions skills taught initiated another mediation review. The video showed both effective and ineffective ways the skills were used. The teacher stopped the video in various places to initiate class discussion.

The last three weeks of the school year, the students worked in groups of three or four each and wrote a "rap" about conflict resolution or student mediation. They each planned a unique way to present it to the class. Many students used music and/or costumes to present their "rap" to the class while the teacher taped them. After much practice and planing, several parents, grandparents, and friends enjoyed watching the performance. Later the students shared the "raps" with other six grade classes.

Finally, each student, his/her parent or guardian, and his/her teachers filled out a brief survey commenting on the conflict resolution program. Journals of students were available for those who wished to take them home at the end of the school year. Several had private entries in their journals and requested them while others insisted the teacher keep them.

CHAPTER V

RESULTS, DISCUSSION AND RECOMMENDATION

Results

Students did not possess specific skills to help resolve conflict before emotions got out of hand. Administrators, teachers, and parents or guardians were not educated on ways to implement conflict resolution programs; therefore, students were unaware of the alternative strategies to verbal and physical fighting. These conflicts had to be resolved and when teachers became preoccupied with handling conflict, they were forced to sacrifice quality instruction time to these matters. The writer implemented a conflict resolution and peer mediation program in her sixth-grade enrichment class during the 1994-95 school year. The conflict resolution program included strategies from several resources that have written effective programs. The program included communication and problem solving skills with a wide variety of learning strategies. Parents or guardians of the students in the program were encouraged to participate in the program. An introduction letter relayed information about the program, and several follow-up letters allowed the parents to participate with their children. Also, a peer mediation

program permitted students to train to become mediators. Students maintained a journal expressing their reactions concerning the program and/or any problems they were having.

The first outcome was that students who participated in the practicum exhibited behavior which helped them resolve conflict in a constructive manner. Friendships grew and fewer violent acts took place within the school setting. Students acquired a better understanding and respect for the needs of others. They had better control over their own lives. A Mediator Report Form confirmed this outcome (see Appendix A) as each mediation process took place. The mediators and disputants worked together to find win/win solutions to the conflict.

The Mediator Report Form recorded the students, the conflict, and the results of the conflict. After each case, each group answered the survey questions Getting to Win/Win (see Appendix B). The Getting to Win/Win form reflected each student's feelings about the problem and the solution. At the end of the eight month implementation period, the information was taken from the Mediator Report Form and totaled for the Mediation Tally Form (see Appendix C). The Mediation Tally Form summarized the mediation cases handled by student mediators during the eight month implementation period. The program results reflected a successful effort since 10 out of every 20 conflicts were resolved. Refer to Table 1 for the results from the Mediation Tally Form.

Table 1
Sixth-Grade Mediation Cases

	Classroom	Hall	Playground	Locker Room	Cafeteria
Male Disputants					
Fighting	2	4	--	--	--
Pushing	--	--	2	--	--
Name calling	1	--	--	--	2
Missing Property	--	--	--	--	--
Friendship	--	--	--	--	--
Female Disputants					
Fighting	--	--	--	2	--
Pushing	--	--	--	--	--
Namecalling	3	9	--	2	3
Missing Property	2	--	--	--	--
Friendship	--	3	--	--	--

Note. Some cases involved more than two disputants.
Total male disputants involved were 11.
Total female disputants involved were 24.
Dash means data was inapplicable.

The writers enrichment class began with 30 students at the start of the 1994-95 school year. During the mediation training period, four students withdrew from the class. After graduation for the students completing the mediation training, one student was admitted to the class. Even though the new student neither went through the training nor graduated with the class, she practiced mediation with her classmates and participated using various activities with the entire class. She was shy and did not comment orally unless a question addressed her specifically. She appeared to enjoy participating with her fellow students and made several new friends.

Sixth-grade mediators handled a total of 15 different mediation cases during the 1994-95 school year. One mediation session successfully resolved nine of the mediation cases. One of the mediation cases required two mediation sessions for successful resolution. Five cases were either failed to be resolved successfully or the outcome of the mediation session was unsure by the mediators. The ten resolved cases and one of the unresolved cases consisted of only two disputants during the mediation session. Of the ten resolved cases, the types of conflict were four fighting, two pushing, three name calling, and one missing property. Four types of conflict happened in the classroom, three in the hall, one on the playground, one in the cafeteria, and one in the locker room in the gym. In the ten resolved cases

of mediation, eleven males and nine females were involved. Each group had one repeat offender. The types of conflict involved in the five unresolved cases were two cases of name calling, one rumor related, and two friendship based. Fifteen girls were the disputants in these five cases which occurred in the gym, the cafeteria, and the hallway.

The second outcome was that teachers of the students in the practicum indicated an understanding of the need of a conflict resolution program to be implemented in the middle school. Teachers actually devoted more time to teaching their classes. They maintained a teaching environment that was more conductive to learning and to generating a positive atmosphere in the classroom. A survey (see Appendix E) of all the teachers of the students who participated in the practicum at the end of the eight month implementation period assessed this outcome. The survey reflected each teacher's thoughts about the conflict resolution program. The survey also documented the number of students who participated in the program who were behavior problems as well as the repeat offenders in each teacher's classroom. A successful survey revealed that four of seven teachers indicated positive results and comments. However, only four academic sixth-grade teachers completed the survey. The other three teachers taught elective classes to almost every student in the entire school at some time during the school year. The elective teachers only have each student for one six week

period. Therefore, they did not remember much about the student mediators being in their class and could not comment on student behavior. They did feel the program was an asset for middle school students. Refer to Table 2 for the results from the sixth-grade teacher survey on behavior problems of students in the program.

As recorded from the teacher's survey, five students were noted to experience behavior problems during the 1994-95 school year. Two of those five students were recognized as behavior problems for three of the sixth-grade teachers. Two other students of those five were recognized as behavior problems for two of the sixth-grade teachers. One of the five was a behavior problem for only one of the sixth-grade teachers. Of the five students who were labeled as behavior problems in the classroom, four of them were repeat offenders in all the classrooms. The survey reflected several strengths for the mediation program with only one weakness noted. All educators indicated students learned invaluable skills from the conflict resolution and peer mediation class. Further, the teachers recommended both students and educators participate in the training.

Table 2
Results From Teachers Survey On Behavior Problems

	Teacher#1	Teacher#2	Teacher#3	Teacher#4
Student #1	RO		RO	
Student #2	RO	RO		
Student #3	X			
Student #4	RO	RO	RO	RO
Student #5	RO	RO		RO

RO = Repeat Offender for poor behavior

X = Poor behavior

The third outcome involved the parents or guardians of the students who participated in the practicum. They indicated an understanding of how to help their children prevent and resolve conflict both at home and at school. A survey (see Appendix D) of all the parents or guardians of the students who participated in the practicum at the end of an eight month implementation period assessed this outcome. This survey recorded information reflecting the parents or guardians' opinions of the conflict resolution program implemented by the writer. The criteria for a successful survey had been established with 15 out of 30 parents or guardians indicating positive results and comments. At the end of the eight month implementation period, twenty-four

out of the twenty-seven students who remained in the class returned the survey completed by the parents or guardians of students participating in the conflict resolution and peer mediation class. Of the twenty-four parents or guardians, twenty-one felt their child benefited from participating in the program. Refer to Table 3 for the results of the survey for parents or guardians of students who participated in the conflict resolution program.

Three sets of parents indicated the conflict resolution program had not benefited their child, and these same parents negated the continuation of conflict resolution in the curriculum. One child belonging to one set of negatively answering parents was a repeat offender in several classrooms, and a second child was disrespectful to her mom at home. All other comments were positive with the exception of these three parents or guardians. Most parents recognized the need to resolve conflict and wanted their children to be taught to resolve conflict in a peaceful and constructive manner.

Table 3
Survey Results For Parents/Guardians

	Yes	No
1. Do you feel the conflict resolution program was of benefit to you or your child?	21	3
2. Do you feel your child appears to have a better understanding for the respect of others?	19	4
3. Do you as a parent recommend the conflict resolution program remain part of the curriculum?	21	3

Discussion

Most sixth-grade students participating in the program, their parents or guardians, and their sixth-grade teachers indicated from both written surveys and conversation a high rate of success resolving conflict after experiencing the conflict resolution and peer mediation program. A journal maintained by the writer during the eight month implementation period of the program helped the writer to document both expected and unexpected situations.

The writer used several resources that appear to be successful to incorporate into the conflict resolution and

peer mediation program. The use of a variety of learning experiences to fit styles of the children proved successful. According to McClure et al. (1992), educators can use creative drama, role-play, games or physical activities like dancing to enable students to resolve conflicts. Also, Lane and McWhirter (1992) and many other conflict resolution programs include communication skills that involve active listening, reflection of feeling, message clarification, body language, giving "I messages", brainstorming, types of questioning, and effective problem solving. These methods used in parts of the writer's conflict resolution and peer mediation program proved suitable to the unique needs of students.

A journal kept by all the students disclosed feelings concerning the conflict resolution program and problems or concerns they experienced. Using this method, the writer became aware of problems that appeared more serious to the students and was able to help them resolve the problems without even discussing the conflict as their personal problem. Only one situation arose during the implementation of the program that needed special attention. A male student expressed in his entry sensitivity about students calling him a silly name to describe his personality. The other students were only saying they thought he was funny, but, he thought they were making fun of him. After reading the journal, the writer noted his sensitivity and discussed the

problem with his parent. A special class on peoples' feelings and the need to say something nice about others followed. The class went well, and both parent and child were pleased. Most journal entries were not as serious. Most consisted of boyfriend and girlfriend likes and dislikes, what they did, or planned to do during the time they were not in school, and activities implemented in class.

With 10 out of 15 mediation cases resolved successfully, the writer feels the conflict resolution and peer mediation program was productive for most students who participated in the program. All of the mediation cases were successful when dealing with two disputants at one time. The writer feels the mediators who represent each disputant can help the disputants come to a win/win solution when the numbers of people in conflict do not exceed two.

Five cases were not resolved during mediation. However, after the mediation session was over, the disputants remained friends and made up in the end. Extra time was required in some cases for the mediation process to be successful, but in some cases students were friends again before they changed classes.

In every case except one that was initially unresolved, the conflict was between three or four female disputants. After trying to use mediation in cases involving three or four students, the writer feels that three or four students should not meet together as a group in the beginning of the

mediation session. Meeting one on one, mediator and disputant, while initially going through the mediation process would help maintain better order when brainstorming for win/win solutions as a group. Also, three of the five cases included one female with several other females. This one female student wanted to be friends with the girls but wanted to exclude their other friends from her friendship circle. Each time the conflict focused on name calling, rumors, and friendship. These students had requested mediation each time, and their teacher gave them permission to participate. However, one teacher who has taught for more than twenty years commented on the problem with the female group that was in her homeroom. She noted that many sixth-graders, especially girls, are silly. She stressed that she thought mediation seemed to make the problems of the girls in her homeroom intensify after mediation by a student mediator. The problems seemed to intensify by using more note writing, name calling, tears, and accusations. This educator did have all of these girls for three periods each day which could help explain her feelings and disciplinary problems toward these girls.

Perhaps, after two times of using mediation without success, another disciplinary action should have taken place. This group of female disputants always requested mediation, but they seemed to take advantage of missing their class in order to go to mediation. The assistant principal would not

allow most students to attend mediation more than once. After the first time, disputants faced other approaches or consequences for resolution.

The above mentioned educator made several positive comments toward the program as a whole. She mentioned the television interview being very impressive. She felt the student mediators demonstrated knowledge and mediation skills. She also noted that the program was most successful for many of the students because they all enjoyed participating. The program appears to have increased their self confidence as sixth-graders.

All the other educators were extremely positive regarding the program. They felt children needed to learn to talk about problems and to try to resolve them in an appropriate manner that is satisfactory for all concerned. Many of the educators expressed a desire for teachers as well as students to be trained in the program so they too will have a better understanding of the mediation process. However, having only one class in conflict resolution in a school setting of over 800 students makes it difficult to reach many students, teachers, and parents or guardian. Hopefully, this will be a start in an educational system to help our children handle conflict peacefully.

All parents or guardians, with the exception of three, expressed many positive comments regarding the program. The writer communicated with the parents or guardians both orally

and in written form. According to Power and Bartholomew (1985), it is mandatory for parents and teachers to work cooperatively to prevent and resolve conflict for their student. Steinberg (1991) noted that students should be encouraged to share learning with their parents and discuss their ideas on conflict resolution strategies. Therefore, the writer sent home several letters encouraging parents to participate in the program with their children. The parents noted both written and orally from casual conversation they thought the program was a great way to help students gain problem solving skills, respect other peoples feelings, and increase their self confidence. These valuable skills could be used for the rest of their lives.

On several occasions parents or guardians, grandparents, and friends attended school activities related to the conflict resolution and peer mediation program. The superintendent spoke at the student mediation graduation acknowledging his interest in conflict and the need to learn to resolve them peacefully. Many times photos, videos, and interviews informed the community the excitement these student mediator exhibited while going through the program. Students, educators, parents or guardians, and other school faculty expressed an interest to participate in the program in any helpful manner they could. Several students going to seventh-grade expressed a desire to participate in the program while in seventh-grade next school year. The writer

feels the program was a great success due to facial and verbal expressions of excitement from most all students, their parents or guardians, and faculty and staff of the county who could relate to the conflict resolution and peer mediation program in any way.

Recommendations

1. The writer recommends that the entire school participate in the conflict resolution and peer mediation program. In order to reach and help more students, trained mediators should be working in each grade level. Also, a preventative conflict resolution program should be taught as a required elective for all students to attend sometime during the school year.
2. The writer recommends follow-up strategies practiced in each teacher's enrichment class as a means to reinforce preventative conflict resolution skills after the students' elective conflict resolution classes are completed.
3. The writer recommends a change when mediation involves more than two disputants. Each disputant should be assigned a mediator and privately go through the mediation process one on one. Then the mediators should get together privately and discuss the problem and the possible solutions. Finally, all disputants should have

input (within reason) and should come together with the mediators and go over all possible solutions. Then the disputants can choose their solution.

Dissemination

During the eight month implementation period, the conflict resolution and peer mediation was disseminated to others many times. Articles appeared in three different newspapers describing the program and relayed to the public readers many positive points regarding the program. News articles featured student group pictures in the papers as well. The writer received several oral and written responses concerning the wonderful job the students were doing and to keep up the good work. Also, a reporter wanted to do a personal interview with the writer and take more pictures for the newspaper. The reporter put the story on the front page of the newspaper that was distributed in several counties. The story was well written and extremely positive.

After the newspaper articles were published, several other things happened. The coordinator for the Big Brother Big Sister organization requested information about the program the writer was implementing. The organization was interested in using conflict resolution strategies and mediation as part of their program to help children from broken families cope better.

Also, a article published in the local system newsletter went to all schools within the school system. Many faculty and staff were interested in the program and wanted to see it implemented throughout the area.

Finally, the writer and three student mediators appeared on a local television program. The program and all of its attributes were discussed. All three student mediators were well prepared and answered the questions with a sense of superb knowledge of mediation. Each student's self confidence and enjoyment in the conflict resolution and peer mediation program evidenced itself in the television interview. The writer received praise for her acknowledging the need for a program, for her decision to implement the program, and for the student mediators who worked hard to implement the first conflict resolution and peer mediation program in the county.

The writer plans to implement the program during the next school year. There will be a possibility of rotating the enrichment class of the writer's entire team so that the writer changes students every quarter thus allowing more students to participate in the conflict resolution and peer mediation program.

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APPENDIX A

MEDIATOR REPORT FORM

Mediator Report Form

MEDIATORS

Date

Name

Name

STUDENTS INVOLVED IN CONFLICT

Student A

Grade ____ Age ____ Male ___ Female ___

Student B

Grade ____ Age ____ Male ___ Female ___

TYPE OF CONFLICT

- ◯ Fighting
- ◯ Rumor
- ◯ Teasing
- ◯ Pushing
- ◯ Threatening
- ◯ Friendship
- ◯ Name Calling
- ◯ Property
- ◯ Other ____

PLACE OF CONFLICT

- ◯ Classroom
- ◯ Playground
- ◯ Hall
- ◯ Parking Lot
- ◯ Cafeteria
- ◯ Bathroom
- ◯ Other
- ◯ Off Campus

____

CONFLICT RESOLVED ◯ YES! ◯ NO.

RESOLUTION AGREED TO

Student A agrees to ____

Student B agrees to ____

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Signature ____

Signature ____

Referred by: ◯ Teacher ◯ Administrator ◯ Counselor ◯ Student ◯ Other ____

This form is confidential and should not be put in a student's cumulative file.

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APPENDIX B

GETTING TO WIN/WIN

Getting to Win/Win

Case: _____

WHAT WAS THE PROBLEM?

_____

_____

_____

_____

Things said or done that escalated the conflict:

_____

_____

_____

_____

A WIN/WIN SOLUTION IS:

- Specific. (tells when, where, how, who)
- Balanced. (both people share responsibility for solving the conflict)
- Realistic and doable.
- Satisfying to both sides and resolves the conflict.
- Sensitive to the feelings of each person.

HOW DID _____ **FEEL?**

_____

_____

_____

_____

_____

HOW DID _____ **FEEL?**

_____

_____

_____

_____

_____

POSSIBLE SOLUTIONS TO THE CONFLICT

1. _____
2. _____
3. _____
4. _____

Circle Solution(s) selected

WAS IT A WIN/WIN SOLUTION ? YES ◯ NO ◯

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APPENDIX C

MEDIATION TALLY FORM

Mediation Tally Form

SUMMARY OF MEDIATION CASES

From _____ To _____
Date Date

OF CONFLICTS RESOLVED

of Conflicts Resolved _____ # of Conflicts Not Resolved _____

PROFILE OF STUDENTS USING MEDIATION

Female Students

Grade Level _____ # of Students _____
Grade Level _____ # of Students _____
Grade Level _____ # of Students _____
Grade Level _____ # of Students _____
Total # of Female Students _____

Male Students

Grade Level _____ # of Students _____
Grade Level _____ # of Students _____
Grade Level _____ # of Students _____
Grade Level _____ # of Students _____
Total # of Female Students _____

Grand Total (Male & Female Students) _____

TYPE OF CONFLICTS MEDIATED

____ Fighting # ____ Rumor
____ Teasing ____ Pushing
____ Threats ____ Friendship
____ Name Calling ____ Property
Other _____

LOCATION OF CONFLICTS

____ Classroom # ____ Playground
____ Hall ____ Parking Lot
____ Cafeteria ____ Bathroom
____ Off-Campus
Other _____

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APPENDIX D

SURVEY FOR PARENTS OR GUARDIANS

SURVEY FOR PARENTS OR GUARDIANS
OF STUDENTS WHO PARTICIPATED
IN THE CONFLICT RESOLUTION PROGRAM

Please answer the following questions regarding the conflict resolution program your child participated in during the 1994-95 school year. You may use the back for additional comments.

1. Do you feel the conflict resolution program was of benefit to you or your child?

   Yes _____ No _____

   Comments: _____

2. Do you feel your child appears to have a better understanding for the respect of others?

   Yes _____ No _____

   Comments: _____

3. What strengths or weaknesses did the conflict resolution program exhibit?

   Comments: _____

4. Do you as a parent recommend the conflict resolution remain part of the curriculum?

   Yes _____ No _____

   Comments: _____

APPENDIX E

SURVEY FOR TEACHERS

SURVEY FOR TEACHERS OF

STUDENTS WHO PARTICIPATED

IN THE CONFLICT RESOLUTION PROGRAM

Teacher _____ Grade _____ Subject _____

After implementing a conflict resolution program for the class role that is attached, please answer the following. You may use the back for additional comments.

1. From the list of students attached how many experienced behavior problems in your classroom? _____

   Comments: _____

2. Of the behavior problems listed in #1, how many were repeat offenders? _____

   Comments: _____

3. List any strengths or weaknesses the conflict resolution program exhibited.

   Comments: _____ _____

   _____

4. Would you like to see all students go through a conflict resolution program?

   Yes _____ No _____

   Comments: _____

Class Role for Students

Who Participated in the Conflict Resolution Program

School year 1994-95

Please use this list of students to answer the questions from the previous survey page. You may use the back of the paper to make any additional comments.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____
26. _____
27. _____
28. _____
29. _____
30. _____

APPENDIX F

RULES FOR FIGHTING FAIR

Rules for Fighting Fair

1. Identify the problem.
2. Focus on the problem.
3. Attack the *problem*, not the person.
4. *Listen* with an *open mind.*
5. Treat a person's feelings with respect.
6. Take responsibility for your actions.

FOULS

- Blaming
- Name calling
- Threats
- Put-downs
- Bossing
- Making excuses
- Not listening
- Getting even
- Bringing up the past
- Sneering
- Not taking responsibility
- Hitting

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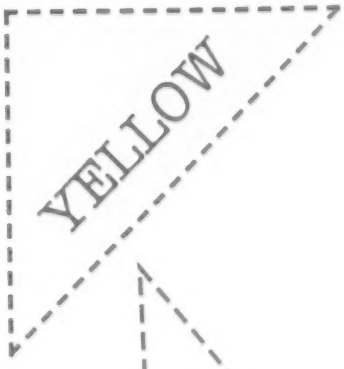
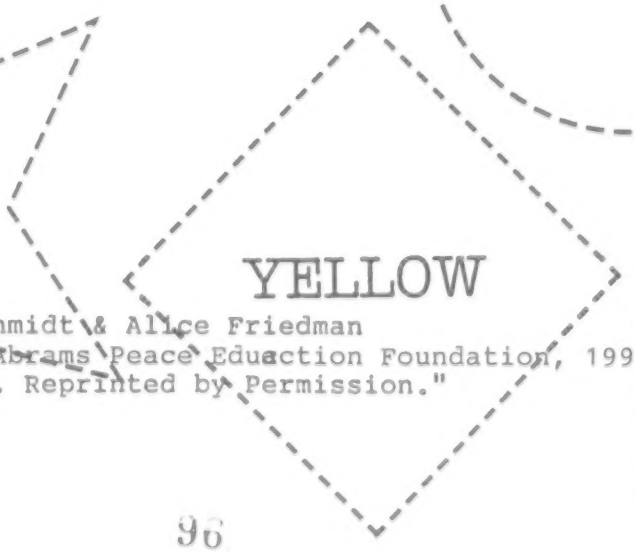
APPENDIX G

DO WE MATCH?

Do We Match?





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APPENDIX H

STEPS IN MEDIATION PROCESS

The Steps for Mediation Process

Step one: Introductions & Ground Rules

Step two: Telling the Story

Step three: Brainstorming for Solutions

Step four: Choosing the Best Solutions

Step five: Discuss What to do in the Future

Step six: Closing the Mediation Session

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APPENDIX I

MEDIATION COMMITMENT

Mediator's Commitment

I will:

1. Behave in a responsible manner.
2. Be fair and honest.
3. Keep disputant's information confidential.
4. Fill out the Mediator Form as accurately as possible.
5. Return to class immediately after the mediation session.
6. Make up the work I miss in class.
7. Be a Mediator until the end of the school year.

Student Signature _____ Date _____

Teacher Signature _____ Date _____

Parent Signature _____ Date _____

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APPENDIX J

CERTIFICATION OF COMPLETION

Certificate of Completion

Has Successfully Completed

Training in Student Mediation

School _____ Date _____ Signed _____

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APPENDIX K

PARENT PARTICIPATION GUIDE #1

PARENT PARTICIPATION GUIDE #1

OBEDIENCE

CONCEPTS TAUGHT AT SCHOOL:

1. Obedience to the law is necessary for humankind.
2. The law must govern (regulate, control); not the individual.

TEACHING/LEARNING ACTIVITIES AT HOME:

1. Ask your child to share what s/he has learned. Help with difficult concepts.
2. Ask your child to tell you why it is important to obey.
3. Share a few examples of local laws and discuss what would happen if the laws did not exist.

Please sign and return: _____

"Written By: Dale Hudson
New Tools For International Understanding: A Peace Education Curriculum For Elementary School Students, (1992).
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APPENDIX L

PARENT PARTICIPATION GUIDE #2

PARENT PARTICIPATION GUIDE #2

GOOD LANGUAGE

CONCEPTS TAUGHT AT SCHOOL:

1. Our language is for mentioning what is good.
2. People should avoid hurtful expressions, abuse and whatever causes sadness.

TEACHING/LEARNING ACTIVITIES AT HOME:

1. Ask your child to share what s/he has learned.
2. Ask your child to define the term "good language."
3. See who can come up with the most positive statements about each other.

Please sign and return: _____

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APPENDIX M

PARENT PARTICIPATION GUIDE #3

PARENT PARTICIPATION GUIDE #3

CARING FOR HUMANKIND

CONCEPTS TAUGHT AT SCHOOL:

1. To care for another person is to help that person grow.
2. To care for a person means to serve the person's needs.

TEACHING/LEARNING ACTIVITIES AT HOME:

1. Ask your child to share what s/he has learned. Help with difficult concepts.
2. Plan a trip to a convalescent hospital.
3. Take a small gift and visit an older relative or friend.
4. As a family, write a "Get Well" card to a friend or relative who is ill or if the occasion occurs, send a card of sympathy.

Please sign and return: _____

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Appendix N

Written Permission Letters

Peace Education
FOUNDATION, INC.
2627 Biscayne Boulevard, Miami, Florida 33137-4532
Telephone: (305) 576-5075 • Fax: (305) 576-3106

August 4, 1994

Nancy Pettit
1827 Freeport Rd.
Dalton, Georgia 30720

Dear Ms. Pettit:

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Communications Specialist

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